



Katherine  
Warrington  
School

## Behaviour and Conduct Policy

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Member of staff responsible for policy		Headteacher	

# **1. Introduction**

This policy is a working document and may change throughout the school year. The behaviour system at Katherine Warington School is based on **respect, readiness** and **responsibility**. All adults in the KWS community will establish a culture of calm, kind and consistent behaviour management and strive to demonstrate certainty about their expectations at all times. Any follow up to poor behaviour will address the student's behaviour, not the student themselves. All members of the KWS community should remember that a chaotic response by one adult or a variety of adults to the same poor behaviour simply breeds more chaotic behaviour.

The school believes that in order to enable effective teaching and learning to take place, excellent behaviour in all aspects of school life is necessary. It seeks to create a safe, caring learning environment in the school by:

- promoting excellent behaviour through calm and consistent adult behaviour, relentless routines, giving first attention to best behaviour, scripting difficult interventions and restorative follow-up;
- promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect;
- ensuring fairness of treatment for all;
- encouraging consistency of response to both positive and negative behaviour;
- promoting early intervention;
- providing a safe environment free from disruption, violence, bullying and any form of harassment;
- encouraging a positive relationship with parents and carers to develop a shared approach, involving them in the implementation of the school's policy and associated procedures;

The Headteacher is responsible for reviewing and approving this behaviour policy, giving due consideration to the school's statement of behaviour principles as written by the Trust Board (Appendix 2).

The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and consequences are applied consistently.

In the formulation of this policy due regard was given to relevant guidance from the Department for Education and Hertfordshire County Council. A list of the guidance documents can be found in Appendix 3.

## 2. Our Values (3 Rs)

Our behaviour system is based on students making the correct choices within the school environment. This is outlined by the 3Rs which will be referenced regularly in assemblies, form times, in lessons and on posters in classrooms and corridors.

A learner at Katherine Warrington School will be **respectful** to all members of the school community and the environment, always **ready** to learn and **responsible** in all their endeavours.

### Respect

- We consistently show **courtesy, good manners** and **tolerance** to all members of our **community**. We respect and value **diversity**.
- We **respect** and value the **environment** and the **resources** and **facilities** in and around school that enable us to learn effectively.
- We recognise that **respect** requires both **truthfulness** and **empathy**. We deal with one another in an **open** and **honest** way.
- We promote a culture of **helpfulness** and **selflessness** that permeates all school **relationships**.
- We recognise performance and contributions that are consistent with our values. We **lead by example**.
- We **respect** the capacity and desire for **personal growth** in all members of our school community. We treat people with **consideration** and value ideas, suggestions and questions.

### Readiness

- We expect learners to be absolutely '**ready**' to learn. We value the **effort** of students in their learning and expect high levels of **engagement** at all times.
- We expect students to arrive at school and lessons **punctually** and **well-rested**, in **excellent school uniform** and **fully equipped** to learn.
- Being **fully equipped** for lessons means: bringing all **books, kit** and **stationery** needed for each particular subject and having **home learning completed** on time.
- We expect students to **organise** their time and resources carefully to ensure they are always **ready to listen** and **ready to learn**.
- We actively promote and encourage a **growth mindset** for learning, both in and out of lessons, demonstrated by **enthusiasm, perseverance** and **resilience**.

### Responsibility

- We take responsibility for **making progress** in our learning and ensure that **home learning** activities are **completed** to the best of our ability.
- We are **mindful** of the need to feel **safe** at school and aware that threats to this safety can have serious consequences for **learning** and **wellbeing**.
- We will **care** for ourselves and each other and endeavour to feel **comfortable** to **share concerns** with other members of our **community**.
- We will establish a culture of **clear expectations** and **rules** which will be regularly referred to and reinforced.
- We are all responsible for our own actions and staff and students are expected to **manage** potential conflicts in a **measured** and **tolerant** manner.

### **3. School Behaviour curriculum**

The following document outlines the expected behaviours, systems and routines at KWS.

[Behaviour Curriculum KWS - Google Docs](#)

### **4. Roles and Responsibilities**

- The Trust Board will establish, in consultation with the Headteacher, staff and parents and carers, the policy for the promotion of excellent behaviour and keep it under review. The Trust Board is responsible for monitoring this behaviour policy's effectiveness and holding the Headteacher to account for its implementation.
- The Headteacher is responsible for the implementation and the day-to-day management of the policy.
- Staff, including teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed and consistently and fairly applied. Staff will log sanctions on Classcharts. They will take into account the needs and circumstances of individual students, in particular those with identified difficulties, when implementing the policy. Whole class, or year group punishments will be very rare. Parents will be informed of sanctions by a phone call, email or letter home. Students will be encouraged to learn from their mistakes and supported to make a fresh start.
- Parents and carers will take responsibility for the behaviour of their child, both inside and outside the school by supporting the school in its management of student behaviour. They will be encouraged to work in partnership with the school, particularly in seeking to reinforce and live by our shared community values. Parents are expected to send their children into school each day, on time, with the correct equipment and in the correct school uniform. Parents are asked to respect the school's behaviour policy by signing a copy of the home school agreement (Appendix 4) and to speak regularly to their child about their progress and conduct in school.
- Students will be expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedures and expectations. Students will also be clear of the consequences to expect if they fail to meet these expectations. Students also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported.

### **5. Definition of School Jurisdiction**

This policy applies on school premises, during school hours, on visits and trips, at school events or other occasions related to school and on any other occasions when the students are the responsibility of the staff. The policy applies when students are off site on study leave or when on work experience placements. When students are travelling to and from school, they are deemed to be representing the school, so therefore school rules apply. This includes sixth form students, who may be off site, for example at lunchtime or travelling to another school for a consortium lesson. The policy also applies to students of other institutions when they are on or near the site as part of consortium teaching arrangements.

## **6. Rewards**

Katherine Warrington School has an ethos of encouragement and praise which is central to the promotion of good behaviour. We use a system of 'Recognition' to achieve this culture, where intrinsic praise is valued more than extrinsic rewards.

### **Recognition**

Recognitions are given out by staff to acknowledge a student's effort or good work or act of kindness. They are awarded for behaviour which links to one of our behaviour values: Respectful, Ready and Responsible or one of our whole school values: Knowledge, Wellbeing and Success.

Examples of when students may be awarded Recognitions in lessons:

- Effort
- Knowledge
- Ready for Learning
- Responsible
- Respectful to others
- Success
- Use of Bedrock words in work

Examples of when students may be awarded Recognitions outside of lessons:

- Excellent home learning effort
- Representing the school community
- Student leadership
- Completed reading book
- Success
- Well being
- Headteacher's Commendation

Recognition of positive behaviours and conduct may also be provided by:

- Clearly directed verbal praise
- Positive phone calls home
- Recognition notes
- Postcards
- Referrals onto Subject Leaders/ Heads of Year
- Mentions/ certificates in celebration assemblies

Recognitions are used to help create a culture of praise, with staff looking to 'catch students being good.'

## **7. Consequences**

Consequences are used by staff following other preemptive measures to instil good behaviour and to help support students to 'get it right.'. The C1/C2/C3 consequence ladder underpins this. Students are given the opportunity to make good choices and are reminded of the consequences for them if they continue to make the wrong choices which lead to misbehaviour.

The following are examples of how the consequence ladder applies to poor behaviour:

**Low level disruption (sanctioned with a C1 or C2)** - disruption to the learning environment such as shouting out, talking when the teacher or another student is talking in class, not following instructions, lack of engagement with the work, being late to school or lesson.

**Inappropriate behaviour (sanctioned with a C3)** - Breaches of the school rules such as swearing, play fighting, being out of bounds, chewing gum, use of mobile phone or other electronic device, leaving lesson without permission, plagiarism.

**Serious inappropriate behaviour (sanctioned with a C4, C5, or exclusion)** - Serious breaches of the school rules such as rudeness towards or swearing at a member of staff, truancy from school or lessons, misuse of the school email or ICT network, any form of bullying, damage to school or personal property, vandalism, theft, fighting, smoking or use of nicotine based products, discriminatory or offensive language, protected characteristic incident, possession of any inappropriate items\*. For further detail see Appendix 1.

\*Headteacher and authorised staff members can search a student for:

- Any items with the student's informed consent
- Inappropriate or stolen items, with or without the student's consent

Inappropriate/Prohibited items are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco, cigarette papers and nicotine based products.
- Fireworks
- Pornographic images
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to:
  - Commit an offence
  - Cause personal injury (including the student) or damage to property

## 'Choose the Right Path'

	<b>Examples of actions leading to consequences</b>	<b>Likely consequence</b>
<b>Verbal warnings (prior to issuing a 'Consequence')</b>	<ul style="list-style-type: none"> <li>Any instance of low level disruption</li> </ul>	Verbal <b>warning</b> . Reminder that if the behaviour continues there will be Consequences applied.
	<b>Follow the School rules: Be Ready, Be Responsible and Be Respectful and NO CONSEQUENCES</b>	
<b>C1</b>	<ul style="list-style-type: none"> <li>Low level disruption</li> <li>Not ready to learn</li> <li>Talking when a student/teacher is talking.</li> <li>Shouting out.</li> <li>Lack of engagement.</li> <li>Incorrect school uniform</li> <li>Poor corridor behaviour</li> </ul>	1 negative point (3 negative points in a day results in a C3 detention).
	<b>Follow the School rules: Be Ready, Be Responsible and Be Respectful and NO FURTHER CONSEQUENCES</b>	
<b>C2</b>	<ul style="list-style-type: none"> <li>Any instance of continual low level disruption</li> <li>Late to lesson or form time.</li> <li>Forgotten/uncharged chromebook</li> <li>Late to school</li> <li>Forgotten exercise book.</li> </ul>	2 negative points
	<b>Follow the School rules: Be Ready, Be Responsible and Be Respectful AND NO FURTHER CONSEQUENCES</b>	
<b>C3</b>	<ul style="list-style-type: none"> <li>Post issue of C2, further instance of low level disruption</li> <li>Defiance</li> <li>Inappropriate behaviour</li> <li>Chewing gum</li> <li>Going out of bounds</li> <li>Rudeness to students/staff</li> <li>Mobile phone use/or other forbidden electronic item.</li> <li>Swearing</li> </ul>	3 negative points  C3 detention - 30 minute detention after school.
	<b>Follow the School rules: Be Ready, Be Responsible and Be Respectful AND NO FURTHER CONSEQUENCES</b>	
<b>C4</b>	<ul style="list-style-type: none"> <li>Truancy from a lesson</li> <li>Protected characteristic incident (one off/ depending on severity).</li> <li>Serious inappropriate behaviour</li> <li>Threatening behaviour towards others</li> <li>Possession of prohibited item (at least a C4)</li> <li>Theft</li> </ul>	4 negative points C4 Detention - One hour after school detention  May involve removal from a lesson
	<b>Follow the School rules: Be Ready, Be Responsible and Be Respectful AND NO FURTHER CONSEQUENCES</b>	
	<p><b>Head of Year (HOY) report / Head of Key Stage (HOKS) report.</b></p> <p>Monitors students who are getting too many consequences that cause disruption to teaching, their own learning and others' progress.</p>	10 or more consequences in a week
	<b>Follow the School rules: Be Ready, Be Responsible and Be</b>	

	<b>Respectful AND NO FURTHER CONSEQUENCES</b>	
<b>SLT after school detention (C4A detention)</b>	Failure to attend a C4 detention, serious incident of one off poor behaviour.	One hour thirty minute detention after school.
<b>C5 Isolation</b>	Persistent C4 behaviour, persistent failure to follow school rules, offensive behaviour to members of staff, smoking or vaping on the school premises, possession of nicotine products in school (including vapes), sharing a cubicle (more than one student in a single cubicle with the door closed). Repeat protected characteristic incident.	Internal isolation. (Length dependent on incident)
<b>C5 Fixed term suspension</b>	Possession of or under the influence of drugs or alcohol, posting offensive material on a website/social media/text message/email, persistent smoking offences, sexual misconduct, obscene behaviour to peer or member of staff, persistent disruptive behaviour, physical assault against student (dependent on nature/severity), physical assault against staff, bringing the school's name into disrepute (dependent on the nature of the incident).	External suspension from school for a fixed period of time.
	<b>Pastoral support Plan. 16 week programme which monitors students who are at risk of permanent exclusion. Led by A member of SLT.</b>	
<b>Permanent exclusion</b>	<p>Persistent and defiant misbehaviour or a major offence, including but not limited to, carrying inappropriate objects such as a knife, violence, supplying or intending to supply drugs or alcohol, taking offensive photographs/video footage and/or posting it on a website/social media/text or email.</p> <p>A permanent exclusion could be used as a sanction for any behaviour listed in the above C5 fixed term suspension list, which due to relevant aggravating factors, is deemed sufficiently serious.</p>	Permanent exclusion

If student behaviour consistently fails to meet our expectations and they receive three or more behaviour points throughout the school day, a detention will be issued or other behaviour interventions will be put in place to ensure students are able to recognise how to improve their own behaviour moving forward.

If student behaviour fails to meet expectations and a student receives ten points over the course of a week, the HOY will intervene to ensure students are able to recognise how to improve their own behaviour.

**THIS LIST IS NOT SUPPOSED TO BE EXHAUSTIVE. IT INDICATES THE SERIOUSNESS OF THE BEHAVIOUR AND THE MINIMUM SANCTION STUDENTS CAN EXPECT TO RECEIVE.**

**A full list of the school rules and consequences can be found in Appendix 1.**

**The school is aware of the provisions of the Equality Act 2010 and will make such reasonable adjustments as are appropriate to support a child with characteristics protected by the Act when applying the behaviour policy**



## **8. Detentions**

The detention time and location will be accessible on Classcharts. The student must attend this detention and will sit in silence, unless other instructions are given or they are called for a restorative meeting. Detentions should be set for the next available detention date, except in exceptional circumstances. The member of staff who awarded the detention should where possible hold a restorative conversation with the student(s) they have given the detention to.

### **Types of Detention:**

- **Late to school detention (three times in a term)** = 30 minute C3 detention and communication home will be made by HOY or SSO.
- **C3 detention** - for 3 consequence points in a single incident or over the course of one lesson/one day = after school detention - 30 minutes.
- **C4 detention** - for 4 consequence points in a single incident = after school detention - 1 hour
- **Friday SLT detention (C4A detention)** - for failing to attend or misbehaviour in a C4 detention - after-school on Fridays - 1 hour 30 minutes
- **Academic Detentions (A3 and A4)** - will be issued when additional time with their teacher is required to complete work or discuss behaviour linked to learning in lessons.  
A3 detention - lunch time - 25 minutes  
A4 detention - after school - 1 hour

Failure to attend a Friday SLT detention will result in students being removed from lunchtimes the following week or a C5 internal isolation.

Any after school detention will happen a minimum of 24 hours after parents are notified. Parental consent is not required for detentions.

## **9. Protected Learning (PL)**

An appropriately trained member of staff will be on duty every lesson to support staff and students with behaviour and to protect the learning of others. A member of staff may use PL to have a reset conversation with a student or to take a student for a break outside the classroom if the student has a designated PL Pass. A student will be removed from the lesson by PL if the teacher has given the student every opportunity to make the right choice with their behaviour by working through their behaviour management strategies. The member of staff may seek further support from the HOY/HOKS if further investigation is required.

## **10. Internal isolation**

Removal from lessons is a serious sanction and will only be used in response to serious misbehaviour or persistent misbehaviour. Staff will only remove students from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal. Removal can be used to:

- Restore order if the student is being unreasonably disruptive
- Maintain the safety of all students

- Allow the disruptive student to continue their learning in a managed environment
- Allow the disruptive student to regain calm in a safe space

Students may be withdrawn for longer periods and will receive a C5 (internal isolation) for serious misbehaviour. Parents will always be informed via a letter home and the context of the incident leading to the internal isolation will be reflected in the length of time a student spends away from the classroom. Work will be provided for students and a member of the pastoral team will always give the opportunity for the student to reflect on and learn from their behaviour.

Misbehaviour/refusal/defiance whilst internally isolated will lead to parents being called and a likely fixed term exclusion.

## **11. Suspensions and permanent exclusions:**

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions. The decision to suspend or exclude will be made by the Headteacher and only as a last resort. For all suspensions the school will follow the procedures described in the Department of Education's latest guidance: [Suspension and permanent exclusion guidance September 2023 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

The school follows guidelines on good practice, ensuring that all students have work to complete whilst at home and that parents or carers are aware of their duty to supervise their child and not to allow them into public places during school hours whilst on suspension and exclusion.

Following an external fixed term suspension, a reintegration meeting will take place with the student, parents or carers, and a member of the SLT. Any further support needed for the student will be explored. A student will only be readmitted back into the school community when all potential risk/safety issues have been resolved to the satisfaction of the SLT member.

## **12. Safeguarding**

The school recognises that changes in behaviour may be an indicator that a student is in need of help or protection. We will consider whether a student's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy, alongside the behaviour policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

## **13. Searches**

Any searches which take place in school will follow the DFE guidance around searches published in September 2022. [Searching, Screening and Confiscation \(publishing.service.gov.uk\)](https://publishing.service.gov.uk). Headteachers and staff they authorise have a statutory power to search a student or their possessions where they have reasonable grounds to suspect that the student may have a prohibited item (As defined by section 550ZA(3) of the Education Act 1996). All searches need to be carried out by authorised members of staff (Senior Leadership team and Heads of Key Stages) and need to be authorised by the Headteacher. In the event of a strip search being necessary, the police will be called onto school premises to conduct the search.

## **14. Malicious allegations**

Where a student makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the student in accordance with this policy.

Where a student makes an allegation against another student and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the student in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the student who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

## **15. Physical restraint**

In some circumstances, staff may use reasonable force to restrain a student to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

Continuing professional development for all staff is embedded practice and where there is a perceived need for further staff training, such training will be considered within the limits of available resources.

## **16. Obstruction of Justice**

If serious misconduct has occurred, students are expected to be helpful to staff investigating. Students who wilfully conceal or withhold important information or knowingly give inaccurate information will face a sanction up to C5 fixed term suspension. The level of co-operation offered by a student facing any investigation will be taken into account in determining the severity of sanctions imposed.

School staff reserve the right to confiscate phones and will ask the student's permission to access the phone's memory where they believe that to do so will help an investigation into serious misconduct. They will limit such a search to the issue in hand. Should a student withhold permission to follow a reasonable request, the student will be liable to sanction for obstruction of justice, and in serious cases of student misconduct the police may then be informed in order to gain access to this information.

## **17. Recognising the impact of SEND on behaviour**

The school recognises that students' behaviour may be impacted by a special educational need or disability (SEND). When incidents of misbehaviour arise, we will consider them in relation to a student's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a student's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

## **18. Sixth form code of conduct**

Sixth formers will be expected to adhere to the same behaviour policy as students in Key Stage 3 and 4, although there will be some privileges (use of their phones/earpods in the sixth form study area, authorisation to leave the school site at lunchtimes, sixth form dress code rather than school uniform). Sixth formers are expected to be role models to students in the lower school and will therefore be expected to adhere to the following learner contract:

[KWS sixth form learner contract - Google Doc](#)

## **Appendix 1: Detail on specific rules 2024-25**

Our rules and the consequences for breaking them are outlined below. These rules are regularly reinforced in assemblies and in form time.

### **Student Uniform**

Students not compliant with the uniform policy will be sent to the Pastoral Office to explain why and are likely to be sent home to change, unless they have a signed letter or communication has been made with the student's HOY explaining the exceptional circumstances. Where the correct clothing or footwear is not worn students will be required to wear the correct uniform on loan from the school for that day e.g. school plimsolls. Where non-uniform items (earrings, hoodies, etc) are worn, they will be confiscated and consequences applied (see confiscation procedures in Appendix 5). Confiscated items will be kept in school until parents have come in to collect. On days when students have a PE lesson, club or P7 Body activity they may come to school in the appropriate school PE uniform. Hoodies or non KWS jumpers are not permitted and will be confiscated. Any belts must be black in colour, with a small buckle that does not have a logo on. For the full KWS Uniform policy see [kwschool-Uniform-Policy](#)

### **Jewellery**

The only jewellery permitted at school is a **non-smart** wrist watch and a single pair of plain gold or silver small, stud earrings worn at the bottom of the ear lobes.\*

Jewellery which is not permitted in our uniform guidelines will be confiscated (see confiscation procedures in Appendix 5) and passed on to the school reception in a named envelope. Non-permitted items will only be returned to parents when they come into the school to collect.

At KWS we aim to be inclusive of all religions and faiths, but must be consistent in terms of what articles of faith are acceptable in school. Any item of jewellery that is directly related to a religious ceremony or tradition can be worn by students. However, if it is being worn simply as an expression of faith or as a fashion status, it must be removed in line with KWS uniform policy.

\* Parents and carers are recommended to use the first week of the summer holidays if they are supporting their child to have additional piercings. This provides a full six weeks, the recommended time to allow piercings to heal. Having additional piercings during the school calendar will require the piercings to be removed each day for school. Tape or clear piercings will not be permitted to support the healing of piercings.

### **Hairstyles**

All of our students have the right to wear their hair in a manner that is natural and culturally significant to them. Head coverings for religious or cultural reasons are welcomed (we ask that these match our school colours of purple or black) Hairstyles that pose a safety hazard or are disruptive to the learning environment are prohibited. Hair must be of natural colour only, and not dyed multiple colours (highlights, streaks etc. are allowed). Hairstyles consisting of shaved patterns and/ or shaved eyebrows are not allowed. Plain, functional and safe hair accessories are allowed:

senior staff can give guidance. Changes in hair fashions are likely to require staff to apply their judgement to ensure appearances are acceptable and reasonable to the school.

### **Make up/nails**

Students wearing 'obvious' make-up, fake eyelashes or nail polish/gel nails will be required to remove it, and the school retains stocks of nail polish and make-up remover. Please note that any refusal to remove any article, e.g. acrylic nails is likely to result in further sanctions.

### **Eating food outside of approved areas**

Students are only permitted to eat and drink (other than water) in the canteen or the picnic tables located outside. Food purchased in the canteen must be consumed in the canteen and cannot be taken outside. Dropping litter is deemed as inappropriate behaviour and will result in a sanction (C3).

### **Equipment**

Students are required to be ready for every lesson which means having the correct equipment and exercise books for their lessons. Students who are prepared and ready for lessons will be awarded 'Ready To Learn Recognitions'. Not bringing the correct equipment is deemed to be inappropriate behaviour. (C3).

KWS Equipment list can be accessed here: [Equipment - Katherine Warington School \(kwschool.co.uk\)](http://kwschool.co.uk)

### **Going out of bounds**

Students are expected to remain in designated areas throughout the school day, before and after school. All areas of the school which are out of bounds are shared with students at the beginning of the academic year and reminders given throughout. Students are not permitted to be in the upstairs corridor (except to use the toilet at break time) during break and lunchtime. Students are expected to adhere to the one way system. Going out of bounds is deemed to be inappropriate behaviour. (C3).

The sharing of a toilet cubicle (more than one student in a single cubicle with the door closed) is not permitted, will be treated very seriously and will result in a C5 internal isolation.

### **Plagiarism**

Submitting work which is not deemed to be a student's own will be treated as serious inappropriate behaviour. (C4). This applies to classwork, homework as well as coursework and any examination situation. In the case of coursework or work for an exam, the school will follow actions required by the exam board. Students who are complicit in allowing a peer to copy their work will also face consequences.

### **Mobile phones**

We have clear expectations regarding how mobile phones are used in school. Under no circumstances are students allowed to use a mobile phone on the school site unless being given specific permission to do so by a member of staff. If a student's mobile phone is 'seen or heard' it will be treated as inappropriate behaviour and will be confiscated by a member of staff and placed in the school office until a parent comes into school to collect it at an agreed time.

**The following would be applied for those who breach the school mobile phone policy:**

- First breach of mobile phone policy in a half term: phone confiscated until parents have come into school to collect (and the student given a C3 detention).
- Persistent use of mobile phone will result in a HOY phone call home, a longer period of confiscation and/or students being required to hand their phone in at the beginning of the day to a member of the pastoral staff.

**Inappropriate language**

Students must be respectful in the manner in which they speak to staff and one another while on the school premises. Therefore, swearing and foul language will be treated as inappropriate behaviour. (C3) Direct swearing at a member of staff will be deemed as offensive behaviour towards staff and is likely to result in a C5 isolation.

**Deliberate/repeated classroom disruption**

Classroom disruption will not be tolerated as it disrupts the learning of others. This will initially be dealt with by teachers with preemptive strategies/use of the consequences system. In response to serious or persistent disruption in lessons, the school is likely to remove the student from the classroom for a limited time. A student repeatedly causing persistent disruption is likely to expect serious consequences up to and including permanent exclusion from school

**Theft**

All incidents of theft will be investigated by HOY/HOKS or a member of SLT. In the case of theft from the canteen (serious inappropriate behaviour) students will receive at least a C4 detention. Persistent incidents of theft will result in a more serious sanction including potentially being banned from using the school canteen for a period of time.

**Damage to property or abuse of school facilities**

A full investigation will be carried out if there is damage to school property. If the damage is deemed to have been carried out deliberately, it will be seen as serious inappropriate behaviour and a consequence of at least a C4 will be issued. Graffiti of school property will be dealt with in the same manner. Parents of students involved in deliberate damage to school property will be billed for any costs for repairs by the school and the student involved may have to complete some community service afterschool as part of their sanction i.e assisting the site team, picking up litter etc.

**Bullying**

Following recommendations from Hertfordshire County Council, bullying is defined as behaviour that impacts negatively on others in the following ways:

1. The behaviour is either intended to cause distress or results in significant distress.
2. There is an imbalance of power between the bully and target
3. The behaviour is sometimes repeated.

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy on our website [KWS Anti-Bullying-Strategy](#)

Our Anti Bullying policy [KWS - Anti-Bullying-Policy](#)

### **Protected Characteristic Incidents**

Where there is evidence that a student has discriminated against another student due to a protected characteristic (including verbal abuse), the starting sanction will be a C4 detention. (Serious inappropriate behaviour). The sanction is likely to increase in seriousness if this is a repeated or particularly serious incident. During the C4 detention, re-education will take place with one of the pastoral team.

Bystanders - We have a no bystander policy regarding discrimination against protected characteristics. If we have reason to believe that a student is intentionally withholding information about a protected characteristic incident (specifically about who may have instigated or committed the offence), is likely to receive a C4 detention as a starting sanction.

### **Offensive behaviour towards other students**

This includes bullying (See Anti-bullying strategy above which outlines specific behaviour which constitutes bullying). Bullying is deemed at the very minimum to be serious inappropriate behaviour. Where a student's behaviour is reckless or dangerous, placing others at risk, they are likely to face serious consequences up to and including permanent exclusion from school.

### **Offensive behaviour towards staff**

Abusive language or rudeness towards staff is taken very seriously. A member of the SLT, HOY or HOKS should be informed immediately to carry out a thorough investigation. Depending on the nature of the abusive language the student will receive at least a C4 detention. (Serious inappropriate behaviour). Direct swearing/abusive language at a member of staff is likely to result in a C5 isolation.

Threatening or aggressive conduct towards staff, as well as a student making a false allegation will be taken extremely seriously, and result in a serious sanction.

Violent conduct towards staff would be likely to result in permanent exclusion from school.

### **Smoking / Vaping**

Smoking / vaping is not allowed on school premises. Students who are caught smoking or vaping on the school premises or found to have possession of nicotine products in school (including vapes) will be issued with a C5 internal isolation. Persistent smoking offences or use of vapes is likely to result in a more serious sanction.

### **Alcohol and drug related offences**

Possession of or being under the influence of drugs or alcohol in school is likely to result in at least a fixed term exclusion. Supplying or intending to supply drugs or alcohol in school is likely to result in



a permanent exclusion. Sharing an illegal substance, making arrangements to sell off the school premises, intent to supply are also illegal and may result in permanent exclusion.

### **Possession or use of an offensive weapon**

An offensive weapon is deemed to be anything used to intimidate others. The student will be given a detention, internal isolation, or exclusion from school as appropriate. This will depend on the degree to which the item was used to cause harm, alarm or distress to others; the degree to which the student carrying such a weapon intended to use it to cause harm, alarm or distress to others; and the potential for the item to cause harm, alarm or distress to others. Bringing dangerous weapons onto school premises, such as knives and blades, is likely to lead to permanent exclusion.

### **Possession of other offensive items**

Possession of pornography, racist or inflammatory literature is forbidden and the consequence will depend on the degree to which the misconduct would cause real or potential harm. Internal isolation is likely to be the minimum sanction received.

### **Improper conduct**

Physically affectionate and sexual activity between students is not appropriate at school and students should act to avoid any physical contact. Where such activity involves coercion, harassment or assault, it will be treated as an issue of utmost seriousness; this is likely to involve police action, and sanctions up to and including permanent exclusion from school.

## **Appendix 2: Written statement of behaviour principles**

Below are the behaviour principles agreed by the Trust Board of KWS

- Every student understands they have the right to feel safe, valued and respected, and to learn free from the disruption of others.
- All students, staff and visitors will be free from any form of discrimination.
- Staff and volunteers will set an excellent example to students at all times.
- Rewards, sanctions and reasonable force are to be used consistently by staff, in line with the behaviour policy.
- The behaviour policy should be explained and understood by students and staff
- Suspensions/Exclusions will only be used as a last resort. A clear outline of the processes involved in Suspensions and Exclusions will be accessible for all.
- Students will be supported to take responsibility for their actions.
- Families are involved in behaviour incidents to foster good relationships between the school and students' home life.

The Trust Board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the Trust Board every year.

## **Appendix 3: Legislation, statutory requirements and guidance**

This policy is based on legislation and advice from the following sources:

1. "Behaviour in schools: advice for headteachers and school staff" 2024
2. "Searching, screening and confiscation: advice for schools" 2022
3. "The Equality Act" 2010
4. "Keeping Children Safe in Education" 2024
5. "Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement " 2023
6. "Use of reasonable force in schools" 2013
7. "Supporting students with medical conditions at school" 2015
8. "Special Educational Needs and Disability (SEND) Code of Practice" 2015
9. "Hertfordshire County Council guidelines on exclusion from maintained schools, academies and Education Support Centres" 2023

This policy complies with our funding agreement and articles of association.



# Katherine Warrington School

## Home School Agreement Last Updated - March 2024

### 1 As a school we will:

- provide a safe, caring and disciplined environment and one which motivates students to meet and, where possible, exceed their individual expectations.
- provide challenging, high quality, programmes of teaching, learning and guidance (curricular and extra-curricular) that aim to enhance the knowledge and skills base of our students.
- set regular, appropriate and challenging programmes of home learning.
- provide early warnings about any concerns or problems relating to a student's work, progress, motivation, behaviour or relationships.
- monitor the progress and development of each child and inform parents of their child's progress through written reports, consultation evenings or specific interviews.
- keep parents informed about school activities through the calendar of events, the fortnightly newsletters, school website and notices regarding special events.
- provide opportunities for our students and their parents to express their views on school issues.
- implement our school policies to ensure fair treatment and a safe environment for all.

### 2 As a family we will:

- encourage our child to make the most of the opportunities offered by the school.
- support and monitor our child's progress by continuing to talk to them about their learning and achievement in lessons, as well as looking at the quality of their work in their exercise books regularly.
- ensure that our child is always properly equipped for all learning and school work.
- ensure that our child attends school and is punctual to school.
- support our child in completing home learning, coursework and revision for examinations to a high standard.
- support all consultation and information opportunities to demonstrate our clear commitment with the school for our son/daughter's learning.
- ensure that our child is correctly dressed and well presented for school.
- make the school aware of any problems or concerns which might adversely affect the progress, behaviour or happiness of our child.
- comply with the terms of the school's Attendance Policy.
- support the school's code of conduct and behaviour, including detentions and internal/external exclusions where appropriate.
- ensure that our child attends detentions on the set date and time.
- support our child in complying with the requirements of all school policies, listed on the school website.
- support the school approach to online safety and not upload or add any text, image, sound or videos that could upset or offend any member of the school community, or bring the school's name into disrepute.
- ensure that my/our online activity would not cause the school, staff, students or others distress or bring the school community into disrepute.

- support the school's e-safety policy and help prevent my/our child/children from signing up to services such as Facebook, Instagram or Snapchat if they are underage (13 years plus in most cases).
- I/we will close online accounts if I/we/teachers find that these accounts are active for our underage child/children.
- support the school by ensuring that, even when a situation arises that they may be unhappy with, staff are treated with respect and courtesy at all times when the matter is under discussion or investigation by the school.

**3 As a student I will:**

- seek to achieve the highest possible standards in all aspects of my school life.
- try to participate as much as possible in school life and events.
- be polite and respectful to all members of the school community and visitors.
- always be properly equipped for all learning and school work.
- attend school and be punctual.
- follow the rules and expectations of the school.
- maintain high standards of behaviour and appearance within the community, particularly when representing the school, including on the way to and from school.
- maintain high standards of behaviour on public transport or school buses.
- reject any form of discrimination or bullying and abide by the school's "fair treatment for all" policies.
- respect school property and help keep the school free from litter and graffiti.

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## Home-School Agreement

**Please return to school via Reception by Y7 Induction Day**

**Student:** ..... **(Please print)**

**Signed:** ..... **(Parent/Carer)**      **Date:** .....

**Signed:** ..... **(Student)**      **Date:** .....

**Signed:** ..... **(Headteacher)**      **Date:** .....

## **Appendix 5: Confiscation procedures**

Searching and screening students is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Once a member of staff has received the confiscated item from a student they will follow these instructions:

- Inform the student of how long the item has been confiscated for and therefore when parents can come into school to collect the item.
- Take an envelope from the staff room/ reception
- Write **precisely** what the contents of the envelope are
- Write the student's name (all in block capitals please)
- Write the student's Form
- Write the date you confiscated the item(s)
- Write the date the item(s) will be returned to the student
- Place the item(s) in the envelope and seal the envelope, checking it is secure and that nothing can fall out
- Take the envelope to reception and hand it in to be locked away until the collection time.

### **Time for which a mobile phone is confiscated and consequences:**

The following 'escalating' scale would be applied for those who breach the school mobile phone policy: :

- 1<sup>st</sup> breach of mobile phone policy in a half term: phone confiscated until parents have come into school to collect (and **C3 detention**)
- Persistent use of mobile phone will result in HOY phone call home.